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ABSTRACT

The Public Assistance Comprehensive Education (PACE) Program at Bronx Community College provides programs and services to assist students on welfare to successfully overcome barriers they meet while becoming productive members of the workforce. Each semester, PACE will recruit 200 students from the COPE program and work intensively in addressing their career, education, and parenting, emphasizing support and vocational skills training, which may lead to self-sufficiency and an end to welfare dependency. This report provides objectives, activities, and evaluations of the PACE program, as well as its grant proposal and budget narrative. Primary objectives of the PACE program include (1) providing academic, career, and personal counseling; (2) increasing retention and completion rates of PACE students; (3) providing supportive services; (4) assisting development of parenting skills; (5) assisting in the formation of realistic career and occupational goals; (6) developing entry-level skills in the job market; and (7) assisting PACE students in job placements. (YKH)

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ED 419 562

PUBLIC ASSISTANCE COMPREHENSIVE EDUCATION
P. A. C. E.

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BRONX COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF STUDENT DEVELOPMENT
1998

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EXECUTIVE SUMMARY

In 1991, a national review of sixty-one demonstration programs in thirty-eight states found that college education for welfare recipients was regarded as an acceptable option by only eight of the sixty-one programs. Furthermore, welfare recipients received less intensive education that would permit advancement into better jobs and careers. Thus, a kind of revolving door was created so that welfare recipients either fell back on welfare after temporary unsatisfactory work force experiences or they remained locked into low-paying jobs after workfare training.

Although HRA Administrators say they support access to higher education, actual access is constrained by continuing ambivalence embodied in a maze of regulations of city, state, and federal multiagencies. For the single parent attempting to further his or her education, complex ties to public assistance may actually penalize rather than alleviate his or her situation.

There has been a shift in policy which opens a window of opportunity that allows students to complete their studies and thus qualify for "real" jobs with a college degree. Students who receive ADC and fall into one of the following categories may be exempt from the Work Experience Program (WEP) and continue their college studies provided that:

they are enrolled in a vocationally-oriented associate degree program AND

* they can graduate within 12 months; OR
* find full or part-time employment, 20 hours at minimum wage
* they are engaged in Federal Work Study for 20 hours per week (OR who are engaged in a combination of work study and internship for 20 hours plus one course
* college-monitored community service for 20 hours per week), OR

* they are enrolled in the Family College Program; OR
* they have a child who is under one year of age.

The primary objective of the Public Assistance Comprehensive Education (P.A.C.E.) Program at Bronx Community College is to utilize this window of opportunity - this "borrowed time" of students on welfare - and provide programs and services which will assist students to successfully overcome barriers they meet while becoming productive and effective members of the workforce. The program is designed to provide encouragement to these students who are committed to securing an education that will provide a good job in today's labor market, thus getting them permanently off welfare. The following statistics, based on 2,200 students who are now in the COPE program, illustrate the magnitude and diversity of their problems:

* Eighty-six percent are single parents.
* The 2,200 students have 3,017 children.
* Eighty-three percent rely on public transportation.
* Forty-three percent live more than 15 miles from campus.
* Sixty-six percent needed at least two remedial courses.
* Thirty-four percent reported themselves as victims of spousal abuse or battering.

Each semester, P.A.C.E. will recruit 200 students from this general COPE population and work intensively in addressing educational, career, and parenting areas which impact the lives of these students, emphasizing support and vocational skills training, which will lead to self-sufficiency. To empower participants to respond assertively to their lives, the P.A.C.E. program aims to increase economic self-sufficiency, reduce welfare dependence, and facilitate development of productive and satisfying employment for college students on welfare.

II. OBJECTIVE, ACTIVITIES, AND EVALUATION OF THE P.A.C.E. PROGRAM

Objective 1: To provide academic, career, and personal counseling to P.A.C.E. students

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Activities: The General Counseling office maintains an "open-door policy." Counseling is available on a walk-in basis.

I ACADEMIC COUNSELING involves the:

A. Development of general survival skills. P.A.C.E students will be helped in making the best use of all college resources. Of value are sessions dealing with effective study habits; budgeting time; making use of counselors, tutors, library resources; and the importance of classroom attendance and earning high grades.

B. Development of Cognitive skills. Interventions include helping P.A.C.E. students develop listening and note-taking skills, test taking skills, dealing with classroom test anxiety, and communicating with professors appropriately.

C. Developmental Academic Advising. Counselors assists P.A.C.E. students in assessing values, interests, abilities and in developing linkages between course selection and career choices. Counselors will require students to chart their own educational progress which invariably enhance students' active involvement in the advising process.

Objective 1: To provide academic, career, and personal counseling to P.A.C.E. students (Continued).

D. Individual Educational Plans (IEPs). Counselors will help P.A.C.E. students develop IEPs extending over a period of two to three years. Such a plan will take into account a student's placement scores and courses selected that will satisfy requirements for college graduation. Where needed, plans will be made for students to receive remediation and/or tutoring in English, reading, mathematics and/or science. Through the IEPs, students will be able to analyze their educational strengths and weaknesses, deal with skills weaknesses in content areas, develop study skills and strategies for success, and affect attitude change regarding college and the learning process.

II CAREER COUNSELING:

Counselors used CALIFORNIA OCCUPATION PREFERENCE SYSTEM (COPS) as self-directed career search for P.A.C.E. students. During the academic year, P.A.C.E. students also will be introduced to SYSTEMATIC INTERACTIVE GUIDANCE INFORMATION (SIGI), a computer-based career guidance system. SIGI will assist P.A.C.E. students in self-assessment, career research, and exploration and choosing or changing a major. In addition, SIGI will enable P.A.C.E. students to discover their own career-related interest, skills, and values. SIGI will enhance the ability of the P.A.C.E. students to investigate occupations and to gain experience in the career decision-making process.

III. PERSONAL COUNSELING:

Of importance are such issues as developing self-esteem, dealing with family problems, personal development, and interpersonal relations. Scheduled one-to-one sessions will conclude with the acquisition of coping skills through "personal contracts" for attitude and behavior modification.

Evaluation: A Student Satisfaction Survey will give P.A.C.E. students the opportunity to assess the academic, career, and personal counseling services given to them each semester:

(a) The survey will assess P.A.C.E. students' degree of satisfaction with the services;

(b) The survey will assess the impact, i.e. how the services were helpful or beneficial to the P.A.C.E. students' academic progress.

Objective 2: To increase the retention and completion rates of P.A.C.E. students.

Activities: a. An EARLY ALERT SYSTEM (EARS) will give counselors, instructors and, in particular, the P.A.C.E. students an early warning or alert on their academic progress. This computerized service ensures the fast and accurate delivery of alert or signals long before P.A.C.E. students reach a crisis point in their academic standing.

b. SKILLS TRAINING throughout the ACADEMIC YEAR (S.T.A.Y.*) Seminars will help P.A.C.E. students develop skills needed to successfully maintain their matriculant status:

a. Success is Knowing What You Know

b. Tackling Those Textbooks

c. Taking Great Notes

d. Strategies For Taking Tests

e. Critical Thinking

f. How To Succeed in Math

C. RETENTION COURSES will be offered to P.A.C.E. students on academic probation. Probationary P.A.C.E. students will take a counseling course paired with a Learning-to-Learn course so that they can recover their regular matriculant status and avoid academic suspension.

Evaluation:

a. An Early Alert System (EARS) questionnaire will ask P.A.C.E. students to assess the impact of this service on their academic progress.

b. P.A.C.E. students will evaluate the S.T.A.Y. Seminars and assess the effect of the Seminars on their academic progress.

c. P.A.C.E. students will assess the joint impact of the paired Learning-to-Learn + counseling on their return to regular matriculant status.

d. A statistical analysis of completion rates, GPAs, and the number of P.A.C.E. persisters of any given cohort for each semester will provide proof of whether or not Objective 2 has been achieved.

Objective 3: To provide supportive services to P.A.C.E. students

Activities:

a. Agency referrals for P.A.C.E. students will be made including: AFDC, food stamps, utility payments, vocational rehabilitations, low-income housing, medical assistance, Social Security, Department of Employment Services, and legal services.

b. College referrals for P.A.C.E. students will be made including: tutorial services, applying for all forms of financial aid, scholarships, etc.

c. Workshops covering academic, career, personal and community agencies will be provided for the P.A.C.E. students each week throughout the Fall and Spring semester of the academic year.

d. PERSONAL ACADEMIC SOCIAL SERVICE (PASS) Center seeks, contacts, refers and utilizes the health services of community agencies equipped to provide social and health services for parents, couples, children and single students. PASS will continue to provide P.A.C.E. students psychological, legal, housing, and counseling services.

Evaluation:

a. A Survey of Student Services Questionnaire given each semester to P.A.C.E students will help assess the impact of support services on their academic progress.

Objective 3: To provide supportive services to P.A.C.E. students.

Evaluation: b. Workshops will be evaluated to assess P.A.C.E students' degree of satisfaction and the Workshops' impact on students' success in college.

Objective 4: To assist P.A.C.E. students in developing parenting skills.

Activities: P.A.C.E. students will attend a Parenting Skills Course (Hlt 96) so that they will learn how to develop their children's self-esteem, exercise the basics of discipline, and build good relationships with their children.

> "Provides health care information as it relates to child development. Provides parents and others who work with children with resources and coping skills needed to raise a healthy child and to nurture the family unit" (BCC catalogue description of HLT 96).

Evaluation: a. Self-assessment by P.A.C.E. students in acquiring and/or improving their parenting skills.

b. Content-based tests, midterms, and final examinations on the course.

Objective 4: **To assist P.A.C.E. students in developing parenting skills.**

Evaluation: c. Evaluation of course content as well as evaluation of instructor of the course.

Objective 5: **To assist P.A.C.E. students in the formulation of realistic career and occupational goals.**

Activities: P.A.C.E. students will attend a Career-Occupational Course (OCD 11) which enables participants to identify values, interests, and skills to help them set career goals and employment trends. As part of this course, they will learn about dress codes for the work place, including good grooming and good decorum. They will meet professionals in their field and begin to understand the commitments involved in various career choices. They will learn about how to deal with job responsibilities, such as the importance of attendance and promptness, team work and how to deal with employer expectations in a 21st century work place.

Objective 5: **To assist P.A.C.E. students in the formulation of realistic career and occupational goals (Continued).**

Evaluation:

a. Career Portfolio of career plans, well prepared resumes and reference letters of P.A.C.E. students.

b. Content-based tests, midterms, and final examinations on the course.

c. Evaluation of course content as well as evaluation of Instructor of the course.

Objective 6: **To assists P.A.C.E. students develop entry-level skills in the job market.**

Activities: P.A.C.E. students will attend sessions to learn skills in:

a. Word Processing

b. Database management

c. Lotus 1-2-3.

Evaluation:

a. Completion of tutorials in WordProcessing

b. Completion of tutorials in Database Management

c. Completion of tutorials in Lotus 1-2-3

Objective 7: To assist P.A.C.E. students in job placements.

Activities:

(1) Preemployment preparation: the teaching of skills necessary to obtain and keep employment, usually including resume preparation, interview techniques, and other job search strategies.

(2) Job Development: the seeking out of possible jobs for students and assisting business and industry in filling job openings with appropriately trained students.

(3) Job Placement: the process of matching a student with a job. Assistance such as listing of jobs and student referrals is given.

(4) Follow-up and follow-through: the collection of data describing the quantity and quality of student placement.

Evaluation:

(1) Finding immediate employment for students.

(2) Changing or upgrading a student's present job.

(3) Helping students to obtain further education or job training.

(4) Making recommendations for revising existing BCC curricula and placement services or implementing new training progress.

(5) Employers' and former students' evaluation of BCC curricula and placement services.

III

Grants Proposal

PUBLIC ASSISTANCE COMPREHENSIVE EDUCATION (P.A.C.E.)

Project Proposal

Project Director: _____ Phone: _____

Contact Person: **Research & Grants Director** Phone: _____

Project Tile: PUBLIC ASSISTANCE COMPREHENSIVE EDUCATION (P.A.C.E.)

Project Duration: From: _____ To: _____

I. **Project Description**

A. The need for the Project (Describe the intent, importance of the problem, relevance of the problem to the college, relevance or problem to the community, and statistical data.

The Congress, successive state and presidential administrations have repeatedly called for lessening the reliance of the poor on public assistance programs by developing their capacity for economic self-sufficiency. And while it would seem a natural strategy to ally public assistance with higher education, no such coherent state or federal policy has yet emerged. On the contrary, conflicting purposes and procedures of public assistance programs produce disincentives for the poor who seek to achieve self-sufficiency through education. Such disincentives frustrate the efforts of low-income citizens to achieve productive careers. Welfare policies perpetuate dependence on public assistance payments. These policies result in increase government spending on entitlement programs, while simultaneously depriving citizens

discourage students from seeking self-sufficiency through higher education. In most instances, students on welfare must forgo education and training and take the first available job. That is short-sighted, since most welfare recipients cycle in and out of low-wage work and need schooling to get ahead. P.A.C.E. seeks to remedy the disincentives by making it possible for students to complete their college programs and thus enable them to obtain "real" jobs.

B. Project Objectives (Relate to planning, management, implementation, instructional activities and materials development, i.e., what are you going to accomplish).

(1) To provide academic, career, and personal counseling to P.A.C.E. students.

(2) To increase the retention and completion rates of P.A.C.E. students.

(3) To provide supportive services to P.A.C.E. students.

(4) To assist P.A.C.E. students in developing parenting skills.

(5) To assist P.A.C.E. students in the formulation of realistic career and occupational goals.

(6) To assist P.A.C.E. students develop entry-level skills in the job market.

(7) To assist P.A.C.E. students in job placements.

C. Procedures (Indicate items such as: setting, participants, personnel, resources available, implementation plan and instruments.

Emphasis will be placed on developing instruments and collecting data which will help evaluate the efficacy of the following service components of P.A.C.E.

(1) Academic, career, and personal counseling

(2) Retention counseling

(3) Support services

(4) Parenting Skills Course

(5) Career Planning and Occupations Course

(6) Training in computer skills

(7) Job Placement

II. Products and Services (appropriate to the Funding Category) to be delivered and include the process for quality control:

Products to be delivered are a series of reports containing the tabulations and statistical analyses of the evaluations of the various service components mentioned below:

(1) Academic, career, and personal counseling

(2) Retention counseling

(3) Support services

(4) Parenting Skills Course

(5) Career Planning and Occupations Course

(6) Training in computer skills

(7) Job Placement

III. Evaluation Plan (Describe how the objectives will be measured and the plan for determining achievements/success. Indicate items such as: field tests, steering committees, analysis of innovating practices, etc.)

Evaluation of the various components of P.A.C.E. will be measured by:

(1) Academic, career and personal counseling: Survey of P.A.C.E. students' degree of satisfaction and the services' impact on the students' progress.

(2) Retention counseling: Statistical analyses of GPA, the number of cumulative credits completed, and the number of P.A.C.E. persisters returning each semester.

(3) Support services: Survey of P.A.C.E. students' degree of satisfaction with the services and the services' impact on student's college progress.

(4) Parenting Skills Course: Course evaluation, Instructor evaluation, and P.A.C.E. students' self-assessment in the acquisition of parenting skills.

(5) Career Planning and Occupations course: Course evaluation & Instructor evaluation and completion of a Career Portfolio.

(6) Training in computer skills: Completion of tutorials in Word Perfect Processing,

Database Managing, Lotus 1-2-3.

(7) Job Placement: Satisfaction and Impact Survey on degree of satisfaction for services rendered and the number of P.A.C.E. students actually placed in job positions.

V. Time schedule (List major events and activities and indicate month of occurrence)

MAJOR ACTIVITIES	Jly	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mrch	Apr	May	June
1. Develop Surveys:	X											
2. Mail, collect and analyze survey					X						X	
3. Write and edit summary reports						X						X

4. Academic, Career, & Personal Counseling: Throughout the Fall and Spring semesters.
5. Retention Counseling: Throughout the Fall and Spring semesters.
6. Support Services: Throughout the Fall and Spring semesters.
7. Parenting Skills Course: Offered each semester of academic year.
8. Career Planning and Occupational Course: Offered each semester of academic year.
9. Training in computers: Offered each semester of academic year.
10. Job placement services: Offered throughout the academic year.

Budget Request

Item	Requested Funds	Approved Funds	Budget Explanation
Personnel Cost (Salaries)	$127,570.00		See attached Budget Narrative
Operating Costs (Equipment, Equipment maintenance, supplies, utilities, etc.	$5,200.00		
Equipment	$ 76,160.00		
Total	$208,930.00		

Bronx Community College
Student Development

P.A.C.E. PROPOSAL

BUDGET NARRATIVE

PERSONNEL COSTS

Coordinator	$32,373.00
*Four part-time Counselors	72,000.00
Computer Instructor	23,197.00

OPERATING COSTS

Office Supplies	200.00
Tone Cartridges	4,000.00
Paper supplies	1,000.00

EQUIPMENT

40 PCs with	56,160.00
Printers	20,000.00
Total Budget	$208,930.00

*$30.00 per hour/20 hours per week for 30 weeks = $18,000.00